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ABSTRACT

This report describes how one school district developed a program of parent involvement in a Saturday early education program. The relationship between the home and the school is fostered primarily in two ways: through parental involvement in the Saturday School teaching team once every two months and through the home teaching visits. A crucial component of the program is the early identification and diagnosis of handicaps or potential learning problems; a battery of evaluation instruments have been developed for this purpose. Evaluation results suggest that the program of parent involvement has helped parents to be more accepting of their children, more aware of their needs, and more competent in their interactions with their children. Information from the second project year indicates that 85 percent of the parents were at the end of the year using appropriate teaching techniques, using positive motivation and reinforcement, and accomplishing the task assigned. The success of the Saturday School indicates that the home and the school can be effective as partners in learning. (CS)

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Title III, Sec. 306, ESEA
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# *What is Saturday School?*

BOTH THE SCHOOL AND HOME JOIN HANDS to provide valuable educational experiences for four year olds...

The learning activities at school and home...focus on the development of SKILLS THAT WILL FACILITATE LATER LEARNING:

Language, motor skills, hand-eye coordination, auditory and visual discrimination and memory
Math and science concepts, the creative arts, and social growth.

At school on Saturdays...TEACHERS TRAINED IN EARLY CHILDHOOD EDUCATION, assisted by parents, conduct morning and afternoon classes in the kindergarten rooms of five of the district's elementary schools. These five Saturday School Centers are located throughout the district, so that a child attends a morning or afternoon session in either his own neighborhood school or an adjoining one.

At home through the week...PARENTS CONTINUE THE LEARNING EXPERIENCES with skill developing, fun type games and activities. A weekly HOME ACTIVITY GUIDE provides ideas for things to do at home that relate to the skills being emphasized at school.

Home-teaching visits of 30 to 45 minutes...ARE REGULARLY SCHEDULED by the teacher to work with an individual child or a few neighboring children. These include each child's parent, as well.

Specialist help is available...as needed.

EVERY ENROLLED CHILD IS EVALUATED to determine his particular needs and abilities. The parent is involved in the evaluation process.

A STAFF OF CONSULTANT SPECIALISTS from local universities and agencies is available for further indepth diagnosis and treatment.

A STAFF OF PART-TIME TEACHER SPECIALISTS work individually with children displaying problems or handicaps relating to language, learning, and low mental functioning, as well as the emotionally or physically handicapped.

# Parents as Partners . . . .

Perhaps from our viewpoint, we as educators have taken too narrow a look at the educational process. To a great extent, we have equated education with the school and have not been fully cognizant of the fact that learning is occurring all the time. For too long the school has operated as a vacuum without due concern to the other institutions in society which affect learning -- the home, the community, and mass media. The purpose of this report is to describe how one school district -- the Ferguson-Florissant School District -- worked with one of these institutions -- the home -- and developed a program of parent involvement in an early education program.

## Background

Current thinking supports the idea of parent involvement. Bronfenbrenner has stated, "that any enduring improvement in the child's development can be effected only through an enduring change in the behavior of the persons intimately associated with the child on a day to day basis." Zigler has indicated that good programs for young children



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are an extension of the home, not a replacement, and that is why parental involvement is so essential.

The value of parent support can further be substantiated, for we know that when parents are involved in the education of their child, they continue their own education. Parents gain in competence and feeling of self-worth when they teach their own children. When parents are involved with the school, they develop more positive attitudes and these attitudes and expectations are reflected in the child's performance.

Too often we forget that all parents want the finest opportunities for their children. In this aspiration, the home can truly be made a learning laboratory and a supportive place for developing the attributes desired for a successful life. For no matter what happens, the home is the most powerful source of stimulation and motivation for the child. A strong commitment on the part of parents at the beginning of their child's life will reap rich dividends for both the parent and child.

In order to assist the parents in their child's learning, the school must assume a supportive role. Through communication, we must train parents in family care and educational skills and provide social services for the entire family. This is what we are trying to do in the Parent-Child Early Education Program as we bridge the gap between



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school and home. For we know that as we work with the parent, we can develop a relationship which will benefit the child.

Setting Up Expectations

People often ask, "How do you work with parents and get them really involved in their children's learning?" Our answer to them is that we set up expectations with parents and secondly, we primarily emphasize working directly with the child, not just talking about the child.

Expectations are set with pa ents at the beginning of the school year. In each Saturday School center, a parent meeting is held to explain the program for four year olds. Prior to the meeting, the teachers call the homes of all enrolled children and invite the parents to the meeting. The purpose of the meeting is to tell exactly what we will be doing in the home-school program. A slide presentation depicts the Saturday School experience, the use of parent assistants and the home teaching visits. Using the overhead projector, we discuss another aspect of our program, diagnosis and early identification of those children with handicaps or potential learning problems. We also acquaint the parents with the Home Activity Guide and how it may be used in the home situation. These presentations involve the Saturday School teaching team, but we also ask a parent from the previous school year to tell of her experiences both in Saturday School and the

home teaching visit. This expression from a parent is very meaningful and well received by other parents in attendance. The rest of the meeting is devoted to answering questions, signing up for the evaluation of the child and other details in regard to the first Saturday session.

The parents' role is well defined. We inform parents that we will need their assistance in Saturday School at least once every two months. In the home teaching visit, we will involve both the parent and the child. In setting up these expectations, parents then have a feeling of their partnership in the program.

Parent Involvement in Evaluation

Since one of the goals of early education is to find handicapping conditions, all children participate in an individual assessment of general knowledge and cognitive, social, and emotional development. Parent input into this procedure is provided through the use of the form, My Preschool Child. Through this means, the parent is able to inform us of the child's personal and social, language and physical skill development, interests and experiences as well as areas of trouble. A checklist of parent interests and talents is provided. (See Appendix A and B.) While the parent is preparing these forms, children are being evaluated on items of general knowledge, language develop-

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ment, and eye-hand coordination. Many parents observe this evaluation and recently, in increasing numbers, parents have asked for indepth interpretation of testing. We feel that is a very positive development and we are happy to share this objective information with parents.

Working With the Parent in the Home Teaching Visit

The primary purpose of the home visit is to provide a learning experience for the child. The regularly scheduled home teaching visit usually includes two to three children and their parents. During the school year, the home-school teacher makes home teaching visits on a weekly or bi-weekly basis. Approximately eighty per cent of the children are visited weekly.

First Home Visit

The first home teaching visit of the school year is different from all the rest. This is an individual visit with the child and his mother. It is a get-acquainted session in which the teacher explains some of the things which will immediately be happening in Saturday School, answers the parent's questions, and provides a learning activity for the child. The child also chooses his book for the week, a procedure which continues throughout the school year. The teacher gives the mother the first home activity guide and explains its use. A brochure for the parent that accompanies the first guide is also discussed with the par-



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ent. This guide for parents emphasizes that:

. parent and child should set aside some time each day to do something together

. introduction to learning activities should be spontaneous in nature

. activities should be based on what the child is ready for or needs

Further information points out that experiences need to be concrete and activity is necessary. Children respond to praise rather than criticism and skills must be reinforced through repetition. The teacher further points out certain activities on the guide that the parent and child might do. It is not intended that parents do every activity on the guide. As the teacher learns more about the child, she can point out the learning activities that can best suit him and thus individualize the program.

Home Teaching Visit

The home teaching visit is an activity to which parents, children and teachers look forward. During a forty-five minute visit, all participants are actively involved. Usually two or three children and the parents or parent surrogate rotate to homes in the neighborhood and meet with the home-school teacher. Usually the teacher will first look at the kinds of things mothers and children have been doing together



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and she will observe the art work or other products prepared by the child and displayed in that home. The teacher will then involve the parent and child in the learning activities. This will consist of three to six activities dealing with language or math skill development, physical activity, and various types of creative activity. Activities usually center around the kitchen table, but will also include some very active learning which requires space in the living room, on the kitchen floor, or perhaps outdoors in favorable weather.

The teacher's role in the home teaching visit is twofold. First of all, she provides appropriate learning activities for the child. Secondly, she acts as a model to parents in exhibiting good teaching skills. This is done in many ways. She breaks down a skill into parts and develops a sequence for learning. She uses everyday materials readily available in the home to learn new things. Continually reinforcement is provided the child through verbal praise and facial expression. Patience is exercised. Positive relationships between parent, child and teacher are established.

Involvement of the parent is provided by giving the parent some opportunity to do some teaching. The teacher may introduce an activity and then let each parent work with their own child. From an observer's point of view, it is interesting to note how parents will copy the teaching tech-

niques of the teacher. It is particularly noticeable in using positive reinforcement techniques.

At the close of the visit, and while the children are choosing their library books, the teacher has the opportunity to distribute the home activity guide and make other suggestions as to what to do during the week. We have also developed booklets on Listening and Motor Skill Development for those children indicating a problem. Future activities in Saturday School are also described. After a brief, friendly conversation with all, the teacher with her bag of materials and supplies is off to visit another home.

Children who have handicapping conditions or possible learning problems receive home teaching from specialists trained in areas of special education. In these visits, the specialist works with one child and the parent for a period of one hour. While emphasis is placed on achieving skills in the cognitive area, attention is given to developing processes involved in learning. Teachers build on the child's strengths while also working in the area of weakness. This concentrated help for children with potentially serious difficulties results in early remediation and assists the parents in an understanding of the problem.

The Final Home Visit

This visit is again different from all other home teaching visits. For this visit is intended to evaluate the progress of the child and to suggest some on-going learning activities. As in the case of the first visit, this is an individual conference with the most attention given to the mother and then some teacher-child activity.

Throughout the year, the teacher has maintained a record of each child's strengths and weaknesses in relation to specific skills. The teacher, therefore, discusses with the mother the child's various achievements and areas needing further growth. She uses the complete home activity guide to refer to those activities which teach toward a certain skill and which could help a child with a particular deficit. After the discussion of growth and achievement, the teacher usually does an art project with the child or some type of fun activity before she leaves. While she talks with the mother, she also brings clay, puzzles or a game for the child to play. This final home visit brings closure to the learnings and relationships that have developed during the year.



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Working with the Parent in Saturday School

Parent assistance in Saturday School is necessary if we are to provide small group instruction. In addition, Saturday School also involves parents in observing the teaching-learning partnership and having the opportunity to observe their child's behavior in relation to that of other children.

As previously mentioned, parents are asked to serve as a Saturday School assistant once every two months. A sign-up sheet is placed at the entrance of the classroom and people there have opportunity to sign. On the day of work, parents are asked to arrive early so that the teacher may explain in detail exactly what the learning task is all about. The teacher will have gathered all the materials needed for the teaching task. She has prepared a card which indicates the purpose of the activity, sequences the activities to be done and then provides some choices if the main task is completed. The teacher explains what she has written on the parent activity card and the parent then has the opportunity to ask any questions. (Appendix C).

When the children arrive and opening activities begin, parents are invited to participate. Children usually introduce their parents who are helpers for the day. Parents can be very helpful in the large group by encouraging shy chil-



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dren to participate, etc. After the opening session, the three assisting parents for the day each go to a learning center. Four learning centers, dealing with either math, language, large muscle or creative activities, are conducted by the three parents and teacher. Children rotate to these centers on a fifteen-minute basis. Sometimes there may be only three centers in operation, each lasting 20 minutes.

Hints given to parents when they are teaching include:

1) Welcome each child by name. (Children wear name tags.)

2) Establish a friendly, relaxed, seemingly unhurried atmosphere.

3) Begin the day's game or activity by showing the children exactly what they are to do.

4) Help each child be a contributing member of the group.

5) Compliment each child's efforts.

6) Try to see that every child feels successful.

7) Let the children do for themselves.

8) Encourage the children to think and talk for themselves.

9) Assume responsibility for controlling the behavior.

10) Adapt the activity if necessary.

11) Give individual attention and extra encouragement.

12) Make learning fun.

Upon conclusion of the small group sessions, children engage in creative play. Parents may at this time assist children in an activity, get children's paintings together, tidy up the room, etc.

When we mention helpers, we don't refer only to mother. We are delighted to have fathers as volunteers. In order to make the father more relaxed in the situation, we often have father's day when only fathers may help. We find fathers to be excellent helpers and they exhibit a patient way of working with children. Sisters and brothers also come and assist and sometimes it really becomes a family affair.

For those parents who are not working on a particular Saturday, communication is maintained through a newsletter from the teacher which is displayed at the entrance of the school. The teacher describes the kinds of learning activities for the day and usually tells why they are doing the particular tasks. This is a good means of communication and very much appreciated by the parent.

Other Services Provided Parents

As we have indicated, our first relationship with parents is that of involvement for we believe that this is the best way to experience learning. However, we also offer alternative programs for parents for their own growth in parenthood. In the early part of the school, we have an evening program for parents entitled Growing Up OK - The Early Years. This is conducted by members of our child



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development team consisting of a child psychologist and two psychiatric social workers. The emphasis in this program is on what is normal in development, with a summary of child growth and development.

During the year, other small group sessions are held. The Child Development team conducted two meetings in each teaching session on Saturdays during the year. These meetings were open-ended and covered the theme "How Does Your Family Grow?" After a few remarks and short talk on one topic of concern, the rest of the session was concerned with problems of the group. Parents had listed their questions and, through discussion led by the consultants, parents shared their own varied ways of handling the problem. The group interaction and support of the entire group toward an individual assisted in making these programs worthwhile.

A series entitled "Are You Listening?" was also presented for parents of Saturday School children. Based on the Parent Effectiveness Training Program, parents had the opportunity to develop different and more effective ways of communicating with their children.

In presenting alternative programs at different times of the school year, we find that we reach parents whose problem or concern is very acute at the moment. Therefore, from our experience we feel that the different kinds of programs need to be available throughout the year.

Although we value group sessions, our most beneficial service to parents is through individual contact. Because of their close association with parents, particularly in the home teaching visit, the home-school teacher becomes aware of many problems that she may discuss with the child development consultants. If the problem seems to be of an urgent nature, she may arrange for an immediate interview with the parent. Otherwise, if the matter deals with the child, she will discuss the situation with the consultant, who, in turn, will observe the child and then contact the parent. We have found that we deal with a whole spectrum of problems ranging from how to help my child with his fears to situations involving the parent relationship and even to assistance in the broader family constellation.

In working in the home, the teacher becomes aware of many more family problems than would normally be the case with the teachers in the schools. These concerns range from very natural ones to severe problems. The relationship that exists, therefore, between parent and teacher is a supportive one and the teacher is the key to its success. Many parents are with children all day and welcome the stimulation of an adult and look forward to the visit of the teacher.



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Evaluating Results

Evaluation results indicate that the program of parent involvement has resulted in an increased understanding of parents in their attitude toward the child. Parents were found to be more accepting of their children, aware of their children's needs, used positive motivation and reinforcement techniques, and were competent in their interaction with their children. In addition during each project year, a record has been maintained of parent participation in the Saturday School Program. Approximately 75 per cent of the parents have served in the Saturday Session at least once every two months, and only one to two per cent have not served at all. The remaining parents have served either one, two, or three times. The degree of parent involvement seems somewhat related to the teacher's effectiveness in working with parents as partners. The success of parent teaching in Saturday School has been measured on pre-post test information evaluating their teaching techniques. Information from the second project year indicates that 85 per cent of the parents at the end of the year were found to be using appropriate teaching techniques, using positive reinforcement and accomplishing the tasks assigned. In looking at the number of parents providing follow-up learning activities in the home situation, approximately 80 per cent were found to be using learning activities with their children,



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compared to a 54 per cent participation earlier in the school year.

In summary, we find that working with parents is exciting and interesting. Without this dimension of the program, we could not have an effective program with children. Parents have every right and should be involved in their child's growth in learning. The home and school can be successful as partners in learning.



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APPENDICES

Appendix A - My Preschool Child

Appendix B - Check List For Parents

Appendix C - Parent Activity Card

Appendix D - A Home Activity Guide

APPENDIX A

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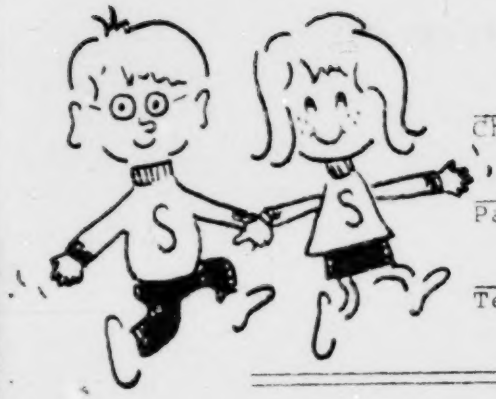
MY PRESCHOOL CHILD



Child's Name _____ Birth Date / / Age // Sex

Parents or Guardians _____ Address _____

Telephone Number _____ Elementary School _____

| MY CHILD: | Check one: Regularly | Sometimes | Not Yet |
|---|---|---|---|
| **PERSONAL AND SOCIAL DEVELOPMENT** | | | |
| Dresses himself | | | |
| Buttons, snaps, and zips his clothing | | | |
| Goes to the toilet by himself | | | |
| Pays attention and concentrates well | | | |
| Follows simple directions without reminding | | | |
| Tells what he wants or needs | | | |
| Helps with simple household jobs | | | |
| Takes turns and shares with other children | | | |
| Takes good care of things he uses | | | |
| Prefers to play alone | | | |
| Plays with a few children | | | |
| Plays with many children | | | |
| Remembers rules of games he plays | | | |
| **LANGUAGE AND CONCEPT DEVELOPMENT** | | | |
| Speaks in sentences of 5 or more words | | | |
| Tells a simple story | | | |
| Identifies six or more colors | | | |
| Recites rhymes, sings songs | | | |
| Tells how things are alike or different | | | |
| Identifies a few letters of the alphabet | | | |
| Identifies many letters of the alphabet | | | |
| Prints his first name correctly | | | |
| Tells his: whole name | | | |
| address | | | |
| telephone number | | | |
| Counts from 1 to 10 or beyond | | | |
| Recognizes numerals 1 to 10 | | | |
| Tells "how many" in a group of objects | | | |
| Identifies basic shapes: circle, square, triangle, rectangle | | | |
| **PHYSICAL SKILL DEVELOPMENT** | | | |
| Throws and catches a ball | | | |
| Can ride a tricycle or bicycle | | | |
| Runs, hops, and jumps | | | |
| Claps or marches in time with music | | | |
| Uses crayons with control | | | |
| Uses scissors with control | | | |
| Works a puzzle of 10 or more pieces | | | |

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During the past 12 months, MY CHILD has had trouble with:

| Check one: | Often | Once in awhile | Not at all |
|---|---|---|---|
| Eating (too much or too little) | | | |
| Sleeping (too much or too little) | | | |
| Stomach irregularities | | | |
| Getting along with children | | | |
| Getting along with adults | | | |
| Unusual fears | | | |
| Nervousness | | | |
| Thumbsucking | | | |
| Overactivity | | | |
| Sex | | | |
| Daydreaming | | | |
| Temper tantrums | | | |
| Crying | | | |
| Lying | | | |
| Stealing | | | |
| Tearing or breaking things | | | |
| Wetting | | | |
| Speech | | | |

## INTERESTS AND EXPERIENCES

MY CHILD:

| | | | |
|---|---|---|---|
| Enjoys looking at books | | | |
| Listens to stories and music | | | |
| Is read to | | | |
| Uses: paint | | | |
| playdoh or clay | | | |
| scissors | | | |
| crayons | | | |
| Has visited the zoo | | | |
| Has been to the library | | | |
| Has taken trips outside the community | | | |
| Attends or has attended Nursery School, Headstart, Sunday School | | | |
| Watches Sesame Street | | | |

Enjoys the following TV programs: _____

_____

_____

Enjoys these activities with the family: _____

_____

_____

Additional information about my child: _____

_____

_____

_____

Ages of other children in the home: _____

_____

Ferguson-Florissant School District
PARENT-CHILD EARLY EDUCATION PROGRAM
Title III, Sec. 306, ESEA

APPENDIX B

FERGUSON-FLORISSANT SCHOOL DISTRICT

Parent-Child Early Education Program
Title III, Sec. 306, ESEA

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CHECK LIST FOR PARENTS

Name: _____

Would you like to:

| | Mother | Father | |
|---|---|---|---|
| 1. | _____ | _____ | Read a story to some of the children? |
| 2. | _____ | _____ | Teach a song or some other music activity? |
| 3. | _____ | _____ | Do something in art? |
| 4. | _____ | _____ | Work puzzles or play games? |
| 5. | _____ | _____ | Share your hobby with the class? (If your child is interested, the class will be too.) If so, what is your hobby? _____ |
| 6. | _____ | _____ | Show some children how to use simple carpenter tools? |
| 7. | _____ | _____ | Bring a guitar (or some other instrument) and show how it works? |
| 8. | _____ | _____ | Tell the children something about your occupation for example, a doctor could give a peek inside his bag, a policeman could tell how he helps people and show his uniform, mailman - milkman - plumber, etc. |
| 9. | _____ | _____ | Show us your butterflies, mice, rabbits, insects, etc.? |
| 10. | _____ | _____ | Wear a costume from another country and tell us about it? |
| 11. | _____ | _____ | Lead the group in large-motor activity? (Balls, ropes, tumbling,etc.) |
| 12. | _____ | _____ | Churn butter? |
| 13. | _____ | _____ | Make cookies? |

And if none of these appeal to you, what would you like to do?

1. _____
2. _____
3. _____

Remember: You are welcome to visit the classroom at any time.

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# Parent Activity Card

Four year old Saturday School students rotate small groups to four learning centers for approximately 15 minutes each.

Before the sessions begin, the teachers explain the cards' contents to parents and have all of the materials ready. The parents then use the card as a reference.

## Math - Parent Activity

Numeral Recognition

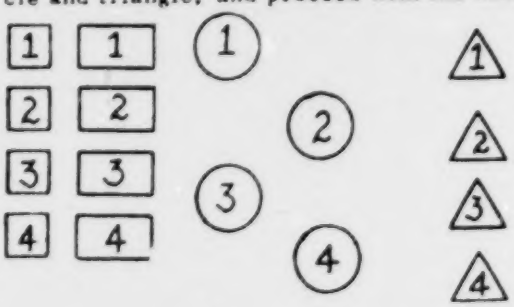
Purpose: To help children recognize the numerals 1 - 4.

To review shapes.

To enhance large muscle coordination through bouncing a ball, or throwing a beanbag.

Procedure:

1. Write the numerals from 1 through 4 on four squares, four triangles, four circles, and four rectangles.
2. Have the children sit in a large circle on the floor. In the center place the various shapes with numerals written on them.
3. Call upon a child to bounce a ball on the square with the numeral 4 on it. Have another child bounce the ball on the rectangle with numeral 4. Continue the game with the circle and triangle, and proceed with the other numerals.



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## Fine Motor - Parent Activity

Art: People or Animal Masks

Purpose: To use imagination to create a mask.

To provide cutting and pasting practice---fine motor skills.

Procedure: (Make a mask along with children in order to demonstrate each individual step.)

1. Tell the children they are to make a mask of either an animal or a person (pretty or spooky).

...d cut out a large circle. (Demon-...)

## Gross Motor AND LANGUAGE - Parent Activity

BEAN BAGS in Front, Behind, Over and On

Purpose: To better understand the terms front, behind, over, on

To provide experience in throwing at a target

Procedure: Have the children follow these instructions and see if they understand the terms.
Put bean bag on the floor. Have the children take turns.

1. Stand in front of the bag.
2. Stand behind the bag.
3. Stand on the bag.
4. Step over the ...

## Language - Parent Activity

Size and Texture

Purpose: To develop awareness of:

| | |
|---|---|
| rough - smooth | long - short |
| hard - soft | big - little |
| fat - thin | |

Procedure:

1. Rough and Smooth: Give each child a piece of sandpaper and a piece of ribbon. Ask: How does the sandpaper feel? How does the ribbon feel?

   (The sandpaper--rough and bumpy. The ribbon smooth because it doesn't have any bumps.)

2. Hard and Soft: Give each child a COTTONBALL and a BUTTON. Ask the children to try to pinch and mash them.

   The cotton feels soft because they can pinch it and mash it. Ask if they can mash the button, the table

over

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# Saturday School
# HOME ACTIVITY GUIDE

In this issue: Terms to Teach
Before and After

## TERMS TO TEACH

Review "words that tell where" from Issue Number 7. Play again "Big Bird Says," using...

| | | | | |
|---|---|---|---|---|
| over | in | right | above | around |
| under | out | left | below | through |

Then introduce these new terms...

Block Party

Use two and three blocks to illustrate the meaning of in front of, behind, beside, on top of, on the bottom, and in between. Then let your child place the blocks as you direct, "Put the red block behind the blue block.", etc.

Down and Out

Have your child put his arms out, then down; his right arm up, then down, then out; his left foot up, then out, down, etc.

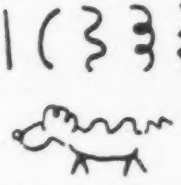
Hide 'n' Seek

Hide an object and ask your child to find it. As he moves around the room--give near, nearer and far, farther clues. "You are NEAR ...now FARTHER away, etc." Take turns.

The Long and Short of It!

Use a short and long piece of string to illustrate the meaning of long and short. Then collect some items of two different lengths (pencils, straws, scissors, strips of paper). Have your four year old tell you which is LONGER and SHORTER.

Line Play



Draw some lines and describe each one---
straight, curved, wavey, looped, slanted, zigzag
Then let your child draw some lines and tell you about them. Perhaps he can make a funny animal using some of these "funny" lines.

"X" Marks the Spot

Provide your child with some pieces of paper and a crayon. Help him locate and draw X's at the top, middle, and bottom of the page.

Then help him locate and draw an X at the top, right-hand side of the paper; at the top, left-hand side---the bottom, right and bottom, left side of the paper.

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## BEFORE and AFTER

These activities will help your child to recognize the order of events in stories and the routine of everyday life.

ILLUSTRATE THE MEANINGS of words "before" and "after" with examples:

"Wash your hands BEFORE you eat means wash your hands first, then eat." "You may have a cookie AFTER you put your toys away means put your toys away first, then you may have a cookie."

### Before and After Game

This game will also help train your child to listen and follow two directions that are given at one time.

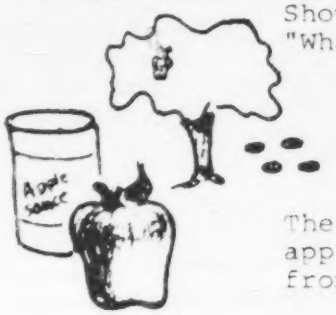
"Clap your hands before you sit."
"Jump up and down after you count to three."
"Tap your right foot before you wave your left hand.", etc.

### Go-Together Pictures

Look through magazines with your child and cut out pictures that are related: in one picture a bowl with cake batter, in another a cake; a baby and an adult; lumber and a table; a cow and a carton of milk.

Spread the pictures on a table. Pick up one picture and say, "Can you find a picture that goes with this one?" Then talk about WHY the pictures go together. "Why does the potato go with the french fries? Right! French fries began as a potato." Then discuss each step from potato with peel---to french fry.

### Which Comes First?




Show your child an apple (orange or lemon, etc.). Ask, "What do you think is inside the apple?"

Cut the apple in half and show him the seeds. "What would happen if we planted the seeds?" Show a picture of an apple tree. (You may want to plant the orange or lemon seeds. Citrus seeds usually sprout indoors).

Then, place on the table: apple seeds, a picture of an apple tree, an apple, and a picture or a product made from apples (pie, juice, etc.). Ask: "Which comes first? What next?" Let him place the items in proper sequence as you discuss them.

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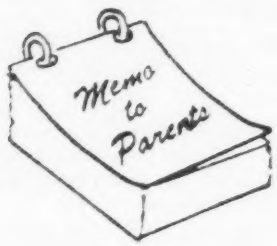


### MAKE THE MOST OF MISTAKES

If your child makes a mistake or gives a wrong answer during an activity, help him LEARN from that mistake. Teach him to take it in his stride, recover and go on....rather than making him feel distress, panic or discouragement. Let him know mama and daddy will understand, patiently help him and give him another chance....that they will NOT scold or show disapproval or disappointment. Your approach should build rather than defeat -- encourage rather than discourage.

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